“Edinburgh isn’t so much a city, more a way of life ... I doubt I’ll ever tire of exploring Edinburgh, on foot or in print.”

Ian Rankin
Best-selling author and alumnus
For more than 400 years the University of Edinburgh has been changing the world. Our staff and students have explored space, won Nobel Prizes and revolutionised surgery. They’ve published era-defining books, run the country, made life-saving breakthroughs and laid the foundations to solve the mysteries of the universe.

Our distinguished alumni include NASA astronaut Piers Sellers, former MI5 Director-General Dame Stella Rimington, Olympians Sir Chris Hoy and Katherine Grainger and historical greats such as philosopher David Hume, suffragist Chrystal Macmillan, who founded the Women’s International League for Peace and Freedom, and physicist and mathematician James Clerk Maxwell.

**International collaboration**
An internationally renowned centre for academic excellence, we forge world-class collaborations with partners such as the California Institute of Technology (Caltech), Stanford University, the University of Melbourne, Peking University, the University of Delhi and the University of KwaZulu-Natal. As a member of the League of European Research Universities and the Coimbra Group, we link up with leading institutions across Europe.

**Linking research and commerce**
We were one of the first UK universities to develop commercial links with industry, government and the professions. Edinburgh Research and Innovation (ERI) promotes and commercialises our research excellence and can assist you in taking the first step to market, through collaborative research, licensing technology or consultancy.

**Enhancing your career**
We are committed to embedding employability in your University experience and have one of the Russell Group’s best track records for graduate employment. From volunteering schemes to our sector-leading Careers Service, we provide you with opportunities to develop your skills, knowledge and experience, giving you an edge in the competitive job market.

**TOP 50**
We’re consistently ranked one of the top 50 universities in the world. We’re 19th in the 2016/17 QS World University Rankings.

**4th**
We’re ranked fourth in the UK for research power, based on research quality and breadth.*

**83%**
The majority of our research – 83 per cent – is considered world leading or internationally excellent.*

**23rd**
We’re ranked 23rd in the world for the employability of our graduates.**

**£305m**
In 2014/15 we won £305 million in competitive research grants.

**20**
We’re associated with 20 Nobel Prize winners, including physicists Peter Higgs, Charles Barkla and Max Born, medical researcher Peter Doherty and biologist Sir Paul Nurse.

**137 NATIONALITIES**
Students from two-thirds of the world’s countries study here.
Taught programmes

We offer a flexible menu of taught postgraduate programmes, including the PGDE teaching qualification, continuing professional development courses, and a full range of masters degrees.

PGDE
For graduates wishing to enter the teaching profession in Scotland, at either primary or secondary level, we offer the Professional Graduate Diploma in Education (see page 12). The one-year programme is the Scottish route to qualified teacher status. We aim to produce successful, reflective teachers, sensitive to the demands of pupils, responsive to changes within the education system and committed to their own continuing professional development.

MSc, MED, PgDip and PgCert
We have a generous menu of postgraduate degree programmes focusing on diverse aspects of both education and sports science. Many are offered as MSc or MED degrees with the option of following part of the masters programme to qualify with a PgCert or PgDip. Our Digital Education and Social Justice & Community Action programmes are offered through online distance learning.

Dance Science & Education
Dance Science & Education

Programme description
If you are interested in the development of dance education, a comprehensive understanding of the science underlying the art form is a must. This innovative programme – the only one of its kind in Scotland – offers just that, giving you the scientific theory and specialist skills that will inspire you to push the frontiers of dance and dance education. As you study the science relevant to dance performance and education, you will have access to resources at our Institute for Sport, Physical Education and Health Sciences, the UK’s leading provider of physical education training. Through a multi-disciplinary blend of theory and practice, you will learn to prepare dancers to improve performance, explore the physiological and developmental issues that relate to dance education and training, and develop awareness of changing trends.

Programme structure
Your learning will incorporate a variety of approaches including lectures, student-led seminars, presentations and, where appropriate, practical skills training and project work. On completion of your courses, you may choose to progress to the MSc, which will include the production of an independently researched dissertation.

COMPULSORY COURSES PREVIOUSLY OFFERED INCLUDE:
Dance Pedagogy: Preventive Dance Medicine; Research Methods.

OPTION COURSES PREVIOUSLY OFFERED INCLUDE:
You will choose two option courses from a range that may include:
- Nutritional Factors and Ergogenic Aids
- Paediatric Factors in Sport
- Performance: Physio-Mechanical Aspects of Resistance Training;
- Conditioning Physiology; Evaluation in Context; Coaching and Performance.
- Additional options may be chosen from courses offered by relevant schools within the University, subject to approval.

Career opportunities
Whether you are a recent graduate or a mid-career professional, this programme will prepare you for further research, which can be channelled into an academic career or used to advance your performing or educational career. The transferable skills you gain, such as communication and project management, will also be valuable in enhancing any other career options.

Entry requirements
A UK 2:1 honours degree or its international equivalent. (compulsory for all)

English language requirements
See page 24.

Fees and funding
For fees see page 24 and for funding information see page 26.

Programme Director Wendy Timmons
Tel +44 (0)131 651 6598
Email dse@ed.ac.uk

Digital Education

Programme description
Learning, teaching and training are profoundly affected by the challenges of the digital age. Whether you are a teacher, lecturer, trainer, librarian, researcher, manager or learning technologist, the Digital Education programme (formerly known as E-learning) will give you the practical teaching skills and critical insight you need in this fast-moving and richly diverse field.

The programme is distinctive for its innovative design, its breadth of scope, the high level of support provided to students and its basis in the research activity of the team.

Delivered fully online, this programme gives you the opportunity to work closely with your fellow students and tutors in a properly supported, collaborative and vibrant online learning environment, studying at the times and in the places that suit you best.

Programme structure
You will complete one compulsory course and a number of option courses, depending on your choice of qualification. To complete the MSc programme, you will also produce an independently researched dissertation.

COMPULSORY COURSES PREVIOUSLY OFFERED INCLUDE:
An introduction to Digital Environments for Learning (compulsory for all students); Research Methods (compulsory for those studying for the MSc).

OPTION COURSES PREVIOUSLY OFFERED INCLUDE:
Digital Futures for Learning; Digital Student Experience; Education and Digital Culture; Digital Education: Strategy & Policy; Digital Education in Global Context; Course Design for Digital Environments; Information Literacies for Online Learning; Introduction to Digital Game-Based Learning; Assessment, Learning and Digital Education: Understanding Learning in the Online Environment; Learning Analytics: Process and Research.

Career opportunities
The skills and knowledge this programme provides will enable you to expand your existing career in education into the fast-moving and richly diverse field of digital education. The research skills you gain in the MSc programme will equip you for further study and possibly an academic career if you choose. You will also graduate with a toolkit of transferable skills, such as communication and project management, that can be applied to any career.

Entry requirements
A UK 2:1 honours degree or its international equivalent. (compulsory for those studying for the MSc).

English language requirements
See page 24.

Fees and funding
For fees see page 24 and for funding information see page 26.

Programme Director Dr Christine Sinclair
Programme Selector Dr Hamish Macleod
Tel +44 (0)131 651 6665
Email h.a.macleod@ed.ac.uk
Inclusive Education

MSc 1 yr FT (2–3 yrs PT available for UK/EU students)
PgDip (2–1 yrs PT available for UK/EU students)
PgCert (1–2 yrs PT available for UK/EU students)

Programme description
This new programme will interest graduates who want to make a difference to the lives of a wide range of children in education. You will investigate inclusive educational practices in Scotland, the UK and across the world and in particular approaches to removing barriers to learning and including all children. Whether your interest is as a practitioner, or in the area of policy or training, this programme offers the opportunity to develop in one of the world’s leading environments for understanding inclusive education. You may already be working in the field and would like to take your skills to an advanced level. Alternatively, you could be a qualified teacher looking to expand your understanding of inclusive pedagogy. Either way, you will gain the insights you need to succeed, and learn how to apply them in relevant contexts. You will develop extended skills in research and enquiry, and build confidence in engaging with policymakers and other education professionals.

Programme structure
You will complete 50 credits of compulsory courses and 80 credits of option courses (including options from other schools in the University). On completion of these courses, you will also produce an independently researched dissertation.

COMPULSORY COURSES PREVIOUSLY OFFERED INCLUDE:

Inclusive Pedagogy; Research Methods (Part 1) Sources of Knowledge; Research Methods (Part 2) Conceptualising Research; Foundations, Assumptions and Praxis; Research Methods (Part 3) Planning Research*.

OPTION COURSES PREVIOUSLY OFFERED INCLUDE:

Comparative Approaches to Inclusive and Special Education; Collaborative Working in Children’s Services*; Teachers as Agents of Change; Foundations of International Child Protection; Audiology and Audiodiometry; Deaf Studies; Language and Communication; Promoting Achievement and Curriculum Access for Bilingual and/or Deaf Learners; Bilingualism and Other Additional Support Needs; The Developing Bilingual Learner; Incursion of Children with Visual Impairment; Policy and Practice; Visual Impairment; Assessment of Students with Visual Impairment; Issues and Strategies for Teaching and Learning (Visual Impairment); Specific Learning Difficulties: Dyslexia*; Specific Learning Difficulties: Co-occurring Difficulties*.

*These courses may be completed through blended learning, a flexible delivery model offering more opportunities for online attendance.

Career opportunities
Serving newly qualified teachers and experienced practitioners alike, this programme provides a qualification that can open doors to a new career in inclusive practice, or an advanced role in the field. It can also provide the foundations for a career in policy formation and development, as well as a broad range of highly transferable skills, such as communication and project management, which can be applied to roles in any field.

Entry requirements
A UK 2:1 honours degree, or its international equivalent (www.ed.ac.uk/international/graduate-entry) in a relevant discipline. We may also consider your application if you have relevant employment or experience; please contact us to check before you apply.

English language requirements
See page 24.

Programme Contact
Tel +44 (0)131 651 6457
Email inclusiveeducation@ed.ac.uk

Language Teaching

MSc 1 yr FT (2–6 yrs PT available for UK/EU students)
PgDip (2–1 yrs PT available for UK/EU students)
PgCert 1 yrs PT available for UK/EU students

Programme description
This programme will develop your love of language and its teaching, giving you the knowledge and professional skills you need to enter this challenging area, or to extend your current career. Whether you are a newly qualified or experienced teacher, or you are involved in a related area of language teaching, such as curriculum development, you will benefit from the blend of educational and linguistic foundations on offer. You will learn through a combination of fundamental theory and practice, including class observation. You will benefit from univalued joint resources and expertise offered by the department of Linguistics & English Language, the Institute for Applied Language Studies and the Moray House School of Education—all leading centres for the studies of language and teaching.

Programme structure
For the MSc you will complete six compulsory courses and two option courses, plus a dissertation. The PgDip comprises a similar combination of compulsory and option courses.

COMPULSORY COURSES PREVIOUSLY OFFERED INCLUDE:

Language and the Learner; Language, Education and Society; Professional Practice; Research Methods (Part 1) Sources of Knowledge; Research Methods (Part 2) Conceptualising Research; Foundations, Assumptions and Praxis; Research Methods (Part 3) Planning Research.

OPTION COURSES PREVIOUSLY OFFERED INCLUDE:

Corpus Linguistics and Language Teaching; Critical Literacies and Critical Pedagogies; Evaluation and Design of TESOL Materials; Global Englishes for Language Teaching; Investigating Individual Learner Differences; Language Awareness for Second Language Teachers; Language and Culture Pedagogies; Language Testing: Online Language Learning; Second Language Teacher Education; Teaching Languages to Young Learners; Teaching Texts Across Borders; Text, Discourse and Language Teaching; Theory and Practice of Second Language Learning.

Option course availability may vary, subject to staffing arrangements and student numbers.

Career opportunities
This qualification will allow you to pursue opportunities in foreign or second language teaching, either as a newly qualified teacher looking to enter the profession, an experienced practitioner seeking to diversify or reinforce your current career, or a non-qualified teacher with an interest in foreign language tuition. You will also gain a host of valuable transferable skills that you can carry into any career situation.

Entry requirements
A UK 2:1 honours degree, or its international equivalent (www.ed.ac.uk/international/graduate-entry) in a relevant discipline. We may also consider your application if you have relevant employment or experience; please contact us to check before you apply.

English language requirements
See page 24.

Programme Director
Florence Bonacina-Pugh
Tel +44 (0)131 651 6359
Email f.bonacina-pugh@ed.ac.uk
Leadership & Learning

MEd 3-6 yrs PT
PgDip 2-4 yrs PT
PgCert 1-2 yrs PT

Programme description
This programme provides an opportunity to develop the skills, knowledge, understanding, and judgement necessary to facilitate meaningful learning in and at weekends through campus-based and off-site residential experiences.

Career opportunities
The programme is designed to enhance core leadership competences for practising teachers, education professionals, policy makers and practitioners from informal, outdoor, community and NGO education providers and for Scottish, UK and International students who already work, or intend to work, in these and related areas.

The University of Edinburgh plays a key role in Scotland's UN Recognised Regional Centre of Expertise in Learning for Sustainability, and can offer strong collaborative links with other Scottish universities, non-governmental organisations, and third sector organisations within Scotland and internationally.

Entry requirements
A UK 2:1 honours degree, or its international equivalent (www.ed.ac.uk/internationalgraduate-entry), in a relevant discipline. We may also consider your application if you have relevant employment or experience; please contact us to check before you apply.

English language requirements
See page 24.

Fees and funding
For fees see page 24 and for funding information see page 26.

Programme Director
Dr Beth Christie
Tel +44 (0)131 651 4720
Email beth.christie@ed.ac.uk

Compulsory courses previously included:
Self Study Enquiry; Practitioner Enquiry; Developing as a Leader;

Option courses previously included:
Developing as a Middle Leader and Manager; Leading Change and School Improvement (Standard for Middle Leadership and Management); Developing as a Strategic Educational Leader; Leading Strategic; Educational Change (Specialist Qualification for Headship).

A selection of other options from across the University may also be offered.

Introduction to Learning for Sustainability; Ecosystems for Educators; Outdoor Learning; Environmental Philosophy and City-based Outdoor Learning; Education for Environmental Citizenship; Experiential Learning; Sources of Knowledge.

To complete the MSc, you must take Planning Research and produce an independently researched dissertation.

Career opportunities
The programme is designed to enhance core leadership competences for practising teachers, education professionals, policy makers and practitioners from informal, outdoor, community and NGO education providers and for Scottish, UK and International students who already work, or intend to work, in these and related areas.

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English language requirements
See page 24.

Fees and funding
For fees see page 24 and for funding information see page 26.

Programme Director
Dr Beth Christie
Tel +44 (0)131 651 4720
Email beth.christie@ed.ac.uk

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English language requirements
See page 24.

Fees and funding
For fees see page 24 and for funding information see page 26.

Programme Director
Dr Beth Christie
Tel +44 (0)131 651 4720
Email beth.christie@ed.ac.uk

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English language requirements
See page 24.

Fees and funding
For fees see page 24 and for funding information see page 26.

Programme Director
Dr John Telford
Tel +44 (0)131 651 6552
Email john.telford@ed.ac.uk

Compulsory courses previously included:
Self Study Enquiry; Practitioner Enquiry; Developing as a Leader;

Option courses previously included:
Developing as a Middle Leader and Manager; Leading Change and School Improvement (Standard for Middle Leadership and Management); Developing as a Strategic Educational Leader; Leading Strategic; Educational Change (Specialist Qualification for Headship).

A selection of other options from across the University may also be offered.

Introduction to Learning for Sustainability; Ecosystems for Educators; Outdoor Learning; Environmental Philosophy and City-based Outdoor Learning; Education for Environmental Citizenship; Experiential Learning; Sources of Knowledge.

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English language requirements
See page 24.

Fees and funding
For fees see page 24 and for funding information see page 26.

Programme Director
Dr John Telford
Tel +44 (0)131 651 6552
Email john.telford@ed.ac.uk

Compulsory courses previously included:
Self Study Enquiry; Practitioner Enquiry; Developing as a Leader;

Option courses previously included:
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Entry requirements
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English language requirements
See page 24.

Fees and funding
For fees see page 24 and for funding information see page 26.

Programme Director
Dr John Telford
Tel +44 (0)131 651 6552
Email john.telford@ed.ac.uk

Compulsory courses previously included:
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Option courses previously included:
Developing as a Middle Leader and Manager; Leading Change and School Improvement (Standard for Middle Leadership and Management); Developing as a Strategic Educational Leader; Leading Strategic; Educational Change (Specialist Qualification for Headship).

A selection of other options from across the University may also be offered.

Introduction to Learning for Sustainability; Ecosystems for Educators; Outdoor Learning; Environmental Philosophy and City-based Outdoor Learning; Education for Environmental Citizenship; Experiential Learning; Sources of Knowledge.

To complete the MSc, you must take Planning Research and produce an independently researched dissertation.

Career opportunities
The programme is designed to enhance core leadership competences for practising teachers, education professionals, policy makers and practitioners from informal, outdoor, community and NGO education providers and for Scottish, UK and International students who already work, or intend to work, in these and related areas.

The University of Edinburgh plays a key role in Scotland’s UN Recognised Regional Centre of Expertise in Learning for Sustainability, and can offer strong collaborative links with other Scottish universities, non-governmental organisations, and third sector organisations within Scotland and internationally.

Entry requirements
A UK 2:1 honours degree, or its international equivalent (www.ed.ac.uk/internationalgraduate-entry), in a relevant discipline. We may also consider your application if you have relevant employment or experience; please contact us to check before you apply.

English language requirements
See page 24.
Performance Psychology

MSc 1 yr FT (2-6 yrs PT available for UK/EU students)
PgDip 9 mths FT (4 yrs PT available for UK/EU students)

Programme description
Increasingly, high-level performance relies on an understanding of the psychology of stamina and success, not only in sport but in areas as diverse as business, the performing arts, the military and emergency services. Drawing on current research and practice, this fascinating programme introduces you to the issues that relate to both individual and group performance, then encourages you to develop techniques to minimise the influence of limitations, such as anxiety and distraction. Striking a balance between psychological methods and the wider professional skills needed to apply them, the courses you’ll undertake will also give you the knowledge and tools you’ll need to be able to critically appraise and apply scientific literature, and to plan, conduct and disseminate your own research.

Programme structure
Your learning will be in the form of lectures, seminars and directed reading.

English language requirements
See page 24.

Fees and funding
For fees see page 24 and for funding information see page 26.

Programme Director
Dr Alan MacPherson
Tel +44 (0)131 651 6647
Email perfpsych@ed.ac.uk

Physical Activity for Health

MSc 1 yr (2-6 yrs PT available for UK/EU students)
PgDip 9 mths FT (1-4 yrs PT available for UK/EU students)
PgCert 4 mths FT (1-2 yrs PT available for UK/EU students)

Programme description
Physical inactivity has been recognised as a global public health issue. This exciting MSc will enhance knowledge and understanding of this field, and will contribute to building workforce capacity in this area. The programme draws on the health sciences of psychology, physiology and epidemiology, and on both research and practice to provide you with thorough knowledge and an awareness of the role of physical activity in improving and maintaining health. The programme is designed to provide academic training at a postgraduate level for recent graduates and the existing national and international workforce.

Programme structure
The programme combines compulsory and option courses, which will make use of traditional lectures, tutorials, seminars and some laboratory and field practicals. Assessment will involve a combination of essays, reports, case studies, examinations, oral presentations and practical demonstrations. The MSc will culminate in a supervised dissertation.

English language requirements
See page 24.

Fees and funding
For fees see page 24 and for funding information see page 26.

Programme Director
Dr Ailsa Niven/Dr Sam Fawkner
Tel +44 (0)131 651 6679/0131 650 9778
Email ailsa.niven@ed.ac.uk/s.fawkner@ed.ac.uk
PGDE 1 yr FT

Programme description
This Professional Graduate Diploma in Education is for graduates wishing to enter the teaching profession in Scotland at primary level. The one-year programme is the Scottish route to qualified teacher status. We aim to develop successful, reflective teachers, sensitive to the demands of pupils, responsive to changes within the education system and committed to their own continuing professional development.

The 36-week primary programme is an intensive programme of study, half of which is spent in placement schools, with the other half spent studying on campus. Your learning follows the chronological sequence of pupil development – the focus is initially on early years, moving to the middle primary and then upper primary years.

Programme structure
Your placement experiences will cover three school settings: early years, middle primary and upper primary. Each placement is preceded by study on a school-stage related course at the University. Each unit of study comprises two courses: one on preparation for teaching, the other a school placement course. In addition, you will undertake extensive reading.

The courses involve learning in the domains of educational theory and practice, ensuring that you are well prepared to take on the professional role of a student teacher on placement. There is an emphasis on the development of collaborative working skills in problem based learning contexts. Most of your learning will be through lectures and workshop groups. You are also expected during your PGDE year to build on your academic literacy skills from your undergraduate degree.

Career opportunities
Almost all of our primary education graduates go on to teach their chosen age group in a supported, professional induction year, working for schools and councils across the UK.

Entry requirements
A 2:1 honours degree or its international equivalent (www.ed.ac.uk/internationalgraduate-entry) and a high level of experience in a primary school classroom setting. You should also hold SQA Higher English at minimum grade C or equivalent. National 5 Maths at minimum grade B or equivalent is also required. Selection involves a professional interview. Please contact us for a list of acceptable equivalent qualifications: hssug@ed.ac.uk

Because of the high number of applicants for this programme who wish to enter the social justice field. Possible career opportunities include work in social justice issues in research, policy or grassroots practice and for recent graduates who wish to gain the skills to enter the social justice field. Possible roles include work on social justice issues in grassroots community practice, public policy development and implementation, and social research in non-governmental organisations and in the public and private sectors across the globe.

Entry requirements
A 2:1 honours degree or its international equivalent (www.ed.ac.uk/internationalgraduate-entry). In the subject to be taught. This qualification should contain at least two graduating courses (60 UK credits) in the relevant subject. Applicants should also hold SQA Higher English at minimum grade C or equivalent and National 5 Maths at minimum grade B or equivalent.

Please contact us for a list of acceptable equivalent qualifications: hssug@ed.ac.uk

We also expect you to have experience of working with children in formal or informal settings (both employment and volunteering roles will be considered) and an ability to reflect thoughtfully on that experience. You should have some knowledge and understanding of the Scottish curriculum. Selection involves a professional interview.

FEES AND FUNDING
For fees see page 24 and for funding information see page 26.

Programme Director Jennifer Kirkwood
Tel +44 (0)131 651 6103
Email jennifer.kirkwood@ed.ac.uk

Admissions enquiries
Tel +44 (0)131 650 3565
Email hssug@ed.ac.uk

PGDE 2-6 yrs PT

Programme description
This MSc is a part-time and fully online masters programme designed to equip you with the knowledge and practical skills to help you make positive social change. It offers you the opportunity to critically engage with complex issues and debates about equality, fairness, power, democracy and citizenship and consider a range of actions in communities in policy and legislation processes and in organisations for the real world application.

Programme structure
This programme will be taught through a mix of online methods including podcasts, group work and independent study. You will complete four compulsory courses, two option courses and a supervised dissertation project.

COMPULSORY COURSES PREVIOUSLY OFFERED INCLUDE:
- Theories and Politics of Social Justice: Community Action and Social Justice
- Policy Analysis for Social Justice: Activist Social Research

OPTION COURSES PREVIOUSLY OFFERED INCLUDE:
- Learning for Democracy: Organisational Management for Social Justice
  - You may also choose from other online courses provided elsewhere in the University

Career opportunities
This programme is designed for professionals working on social justice issues in research, policy or grassroots practice and for recent graduates who wish to gain the skills to enter the social justice field. Possible careers include work on social justice issues in grassroots community practice, public policy development and implementation, and social research in non-governmental organisations and in the public and private sectors across the globe.

Entry requirements
A 2:1 honours degree or its international equivalent (www.ed.ac.uk/internationalgraduate-entry). We may also consider your application if you have substantial practice or research experience or other relevant qualifications. please contact us to check before you apply.

FEES AND FUNDING
For fees see page 24 and for funding information see page 26.

Programme Director Dr Akwugo Emujelu
Tel +44 (0)131 651 4167
Email akwugo.emujelu@ed.ac.uk

MGSE 1 yr FT

Programme description
This programme is for graduates who want to become teachers in the secondary sector in Scotland and is the Scottish route to qualified teacher status. It aims to develop graduates’ capacity to become transformative teachers who make a positive impact on the outcomes of learners and future leaders in the profession. The programme focuses on educating student teachers to use their powerful subject knowledge to create interesting, relevant and progressive teaching. It will also ensure student teachers have a theoretical and practical knowledge of how to teach, in order to meet the needs and interests of young people, and develop to a high level their ability to think and act reflectively and reflexively. A key focus is on social justice and what this means for practitioners in terms of how they think about their teacher identity and what and how they teach within and across their subject disciplines.

The programme is divided equally between taught courses and school placements, to prepare you for the range of roles teachers are expected to play and to provide the foundations of professional, career-long learning.

We currently offer our secondary programme in the following subjects: art and design; biology; chemistry; design and technology; drama; English; geography; history; mathematics; modern foreign languages (Chinese, French, German, Italian, Spanish); music; physical education; and physics. We welcome applications for dual qualification in secondary teaching.

Programme structure
You will spend three blocks of seven, six and five weeks on placement across the academic year. The School enjoys very good partnership relationships with placement schools. The remaining 18 weeks of the programme are spent in the University. You will take three courses dealing with teaching, learning and assessment, and the wider remit of the teacher in the school, the community and in Scottish society.

Career opportunities
Generally, graduates move into teaching in the secondary sector in Scotland or other parts of the UK. This programme is recognised as a qualification for teaching in many countries, including Canada, Australia and the USA. Some graduates have gone into education in other areas such as theatre education, museum education initiatives or research.

Entry requirements
A 2:1 honours degree or its international equivalent (www.ed.ac.uk/internationalgraduate-entry). In the subject to be taught. This qualification should contain at least two graduating courses (60 UK credits) in the relevant subject. Applicants should also hold SQA Higher English at minimum grade C or equivalent and National 5 Maths at minimum grade B or equivalent.

Please contact us for a list of acceptable equivalent qualifications: hssug@ed.ac.uk

We also expect you to have experience of working with children in formal or informal settings (both employment and volunteering roles will be considered) and an ability to reflect thoughtfully on that experience. You should have some knowledge and understanding of the Scottish curriculum. Selection involves a professional interview.

FEES AND FUNDING
For fees see page 24 and for funding information see page 26.

Programme Director Lynne Pratt
Tel +44 (0)131 651 6425
Email lynne.pratt@ed.ac.uk

Admissions enquiries
Tel +44 (0)131 650 3565
Email hssug@ed.ac.uk

The University of Edinburgh
Education & Sport Postgraduate Opportunities 2017

www.ed.ac.uk/pg/121

“Edinburgh attracts the best and the brightest. My cohort was an especially strong group of highly eager learners from all walks of the educational field. An amazing group, many of which I still call friends and consult now.”

Michael Sean Gallagher, MSc Digital Education (Online Distance Learning)
Strength & Conditioning

MSc 1 yr FT (2–6 yrs PT available for UK/EU students)
Pgdip 9 mths FT (1–4 yrs PT available for UK/EU students)

Programme description
Research in the area of strength and conditioning has developed dramatically in the past decade, an increase in focus that has inspired new programmes such as this one. This programme aims to provide you with the essential language teaching skills you need to teach English to speakers of other languages. Designed primarily for EFL, ESL and TESOL teachers, the programme combines theoretical and practical knowledge, essential language teaching skills you need to teach English to speakers of other languages. Designed primarily for EFL, ESL and TESOL teachers, the programme combines theoretical and practical knowledge, as well as an ability to think critically and independently.

Programme structure
For the MSc you will complete five compulsory courses and two option courses, plus a dissertation. The PgDip and PgCert comprise similar combinations of compulsory and option courses.

COURSES PREVIOUSLY OFFERED INCLUDE:
Understanding Research Concepts; Research Process; Professional Skills; Physiology of Strength & Conditioning; Physio-mechanical Aspects of Resistance Training; Nutritional & Epidemic Agents; Paediatric & Environmental Factors for Training. To complete the MSc degree, you will need to have obtained an independently researched dissertation.

Career opportunities
The skills you gain in this programme will set you apart in the employment market should you aspire to a professional role as an analyst, coach or trainer at the cutting edge of strength and conditioning. Primary roles exist in the sports performance area, but you may also apply your skills to work in the areas of rehabilitation and geriatric care. The masters degree is also a springboard for further research, either within academia or the private sector. The highly transferable skills you gain in areas such as communication and project management can also be applied to roles in any field.

Entry requirements
A UK 2:1 honours degree or its international equivalent (www.ed.ac.uk/international/graduate-entry) in a sport and exercise science subject area. We may also consider your application if you have other academic or professional qualifications or considerable relevant experience; please contact us to check before you apply.

English language requirements
See page 24.

Fees and funding
For fees see page 24 and for funding information see page 26.

Programme Director
Dr Shaun Phillips
Tel +44 (0)131 651 6265
Email strengthandcond@ed.ac.uk

Teaching English to Speakers of Other Languages – TESOL

MSc 1 yr FT (2–6 yrs PT available for UK/EU students)
Pgdip 9 mths FT (1–4 yrs PT available for UK/EU students)

Programme description
Whether you are a new or experienced teacher, this dynamic programme’s challenging coursework and practical content will provide you with the essential language teaching skills you need to teach English to speakers of other languages. Designed primarily for EFL, ESL and TESOL teachers, the programme combines theoretical and practical knowledge, as well as an ability to think critically and independently.

Programme structure
For the MSc you will complete five compulsory courses and two option courses, plus a dissertation. The PgDip and PgCert comprise similar combinations of compulsory and option courses.

COURSES PREVIOUSLY OFFERED INCLUDE:
TESOL Methodology; Language and the Learner; Second Language Teaching Curriculum; Research Foundations; Assumptions and Principles; Research Methods (Part 1) Sources of Knowledge; Research Methods (Part 2) Conceptualising Research; Foundations, Assumptions and Principles; Research Methods (Part 3) Planning Research.

OPTION COURSES PREVIOUSLY OFFERED INCLUDE:
You will normally take two 20-credit option courses from the following list:
- Global Englishes for Language Teaching: Investigating Individual Learning Differences
- Language Awareness for Second Language Teachers
- Language and Culture Pedagogy: Language Teaching for Young Learners
- Language Testing: Online Language Learning
- Second Language Teaching: Language Teaching for Young Learners
- Teaching English Across Borders
- Teaching English: Theory and Practice of Second Language Teaching
- Option course availability may vary, subject to staffings arrangements and student numbers.

Career opportunities
This qualification can lead to a variety of roles in the TESOL field such as: training other TESOL teachers; management of TESOL education; combining TESOL with business, information and communication technology (ICT); TESOL for Young Learners. Recent graduates are now employed in TESOL roles worldwide, including China, Japan, Saudi Arabia, Thailand and across the EU. The MSc is also a good introduction to an advanced research degree. You will develop a range of highly transferable skills, such as communication and project management, which can be applied to roles in any field.

Entry requirements
A UK 2:1 honours degree or its international equivalent (www.ed.ac.uk/international/graduate-entry), in the subject to be taught. This qualification should contain at least two graduating courses (80 UK credits) in the relevant subject. Applicants should also hold IELTS Higher English at minimum grade C or equivalent and National 5 Maths at minimum grade D or equivalent.

Other requirements apply depending on your chosen route; please see online or contact us to check before you apply. All successful applicants will be required to join Disclosure Scotland’s Protecting Vulnerable Groups (PVG) Scheme before starting the programme.

Fees and funding
For fees see page 24 and for funding information see page 26.

Programme Director
Dr Aileen Kennedy
Tel +44 (0)131 651 6435
Email aileen.kennedy@ed.ac.uk

Transformative Learning & Teaching

MSc 2 yrs FT

Programme description
This is a new programme providing both an academic masters qualification and professional registration to teach in Scotland; registration which is also recognised by many other countries worldwide. This programme is for graduates who want a teaching qualification designed to make an explicit difference to the lives of children and young people. It has a central focus on transformative practice and, uniquely, will entitle you to teach across the primary/secondary transition stage. You can choose a Nursery – Secondary 3 pathway, or a Primary 5 – Secondary 6 pathway in a specific subject. Subjects offered will focus on shortage subjects: computing science, English, mathematics and physics. The programme has been designed and developed in partnership with local authorities. It is future-oriented, drawing on cutting-edge research, and designed to prepare new teachers for a career with a particular focus on social justice, sustainability, global perspectives, digital and statistical literacy, and professional inquiry skills.

Programme structure
You will receive both university-based and site-based learning, with groups of students being placed in different school clusters in Years 1 and 2. The programme is student centred and professionally authentic, designed to help develop the lifelong learning habits and critical dispositions expected of a qualified teacher.

COMPULSORY COURSES PROPOSED INCLUDE:
- Developing Teacher Professionalism; Subject Specialism; Understanding the Nature of Knowledge and Curriculum; Literacy, learners and Learning; Numeracy, learners and Learning; Children and Young People; Assessing What Matters; Teacher Criteries.
- You will also choose Inclusive Pedagogy or Comparative Approaches to Inclusive and Special Education and one option course.

Career opportunities
Successful completion of this MSc will confer professional registration with the General Teaching Council for Scotland (GTCS). Graduates will be able to work across the primary/secondary transition and will be equipped to enter professions related to school teaching, such as informal education, education development and education policy.

Entry requirements
A UK 2:1 honours degree or its international equivalent (www.ed.ac.uk/international/graduate-entry), in the subject to be taught. Application will be available to at least two graduating courses (80 UK credits) in the relevant subject. Applicants should also hold SQA Higher English at minimum grade C or equivalent and National 5 Maths at minimum grade D or equivalent.

Other requirements apply depending on your chosen route; please see online or contact us to check before you apply. All successful applicants will be required to join Disclosure Scotland’s Protecting Vulnerable Groups (PVG) Scheme before starting the programme.

Fees and funding
For fees see page 24 and for funding information see page 26.

Programme Director
Dr Aileen Kennedy
Tel +44 (0)131 651 6435
Email aileen.kennedy@ed.ac.uk

*Subject to validation
Research and knowledge exchange at Moray House School of Education

We have a longstanding commitment to impactful research, shared through public engagement and knowledge transfer.

This fosters a culture of enthusiasm for public engagement and knowledge exchange in all its forms, highlighting and building on existing relationships and networks within and beyond the University.

These relationships form a powerful foundation for developing new research as well as ensuring that our research is reaching and helping potential users.

An environment in which excellent research can flourish
Our research clusters supplement and build on the existing strengths of the work of our many research centres and groups. Our staff contribute to the following research clusters:

- Equality, social justice and inclusion
- Pedagogy, learning and curriculum
- Language, culture and communication
- Digital education
- Sport, physical education and health science.

We draw on our research and scholarship and encourage a spirit of enquiry in our students, focusing on the following cross-cutting aspects:

Interdisciplinarity
Many of the most pressing research challenges are interdisciplinary in nature, both within the social sciences and between the social sciences and other areas of research. We draw on areas of cross-disciplinary expertise within the School, the College and the University.

Internationalisation
Our research partnerships address the challenges of global education, supporting large-scale collaborative initiatives and attract the best academics worldwide to collaborate and work with us.

Innovation
Our researchers are supported to be methodologically and theoretically innovative in research and engagement activities.

Our institutes
Moray House School of Education is home to three institutes, each of which combines teaching, consultancy work, and nationally and internationally renowned research.

Our research centres
Our School’s three institutes host six externally funded research centres. These bring together and focus the work of our research staff and students.

Centre for Aquatics Research and Education (CARE)
CARE conducts high-level research, provides analysis services to the swimming community, and educates swimmers and coaches. Activity is focused predominantly on research conducted by staff, honours students and postgraduate students.

Centre for Research in Education Inclusion and Diversity (CREID)
CREID undertakes research exploring issues of inclusion and diversity in relation to children, young people and adults in education and related areas of policy and practice (including health, social welfare, training and employment). Our high-quality research seeks to inform policy and practice in the pursuit of equality, social justice and social inclusion for a wide range of disadvantaged groups.

Centre for Education for Racial Equality in Scotland (CREES)
CREES is an interdisciplinary research centre dedicated to the study of equality and anti-discrimination in education, labour markets and welfare state institutions. We take an intersectional approach to our understanding of the nature of inequality by exploring how race, ethnicity, gender, class, faith, sexuality and disability influence the life chances of individuals and groups.

Centre for Education Sociology (CES)
CES carries out independent research in the social sciences of education and explores fundamental issues about the purposes and processes of education, and of policy in education in Scotland, but located in the wider framework of Europe. We offer research expertise in a range of fields and methodologies.

Centre for Learning in Child Protection
This University of Edinburgh/NSPCC centre is a key, national research centre based within the School. The Centre conducts comparative analysis and critically assesses developments in child protection policy; conducts primary research to address gaps in existing child protection knowledge; monitors and analyses the content and direction of UK child protection systems; and disseminates findings and contributes knowledge to inform the policymaking processes throughout the UK.

Physical Activity for Health Research Centre (PAHRC)
PAHRC aims to provide evidence of how people of all ages can be encouraged to ‘sit less and walk more’ in line with the major public health goal of increasing physical activity and reducing sedentary time. It is an interdisciplinary centre and its current core members are made up of psychologists, physiologists, policy experts and systematic review experts. PAHRC’s vision is to become an internationally recognised centre of excellence in the pursuit of equality, social justice and social inclusion for a wide range of disadvantaged groups.

Sports Coaching and Management Research Centre (SCMC)
SCMC draws together a wealth of knowledge and expertise on coaching, policy and management; sport and recreation development, and sport-related studies and is concerned with all levels of education and all forms of research and knowledge exchange that inform and enhance physical education, physical activity, health and wellbeing; sport and recreation development, coaching, policy and management; and sport and exercise science.

The Institute for Education, Community & Society has a growing reputation for its innovative e-learning research and practice and has an established international reputation for research in the sociology of education, education policy, higher and community education including community approaches to lifelong learning, children and young people’s learning and development and extensive research in equity, inclusion and diversity within and beyond education.

Our research centres
Our School’s three institutes host six externally funded research centres. These bring together and focus the work of our research staff and students.

The Institute for Education, Teaching & Leadership draws together a wealth of expertise and is concerned with all levels of education and all forms of research and knowledge exchange that inform and enhance teacher education, education policy and educational leadership and management. We therefore develop, deliver and disseminate programmes and projects from initial teacher education through to leadership and management in all sectors of education and at all levels ranging from the local to the international.

Our Institute for Sport, Physical Education & Health Sciences plays a key role in developing the physical education school curriculum within Scotland. We draw together significant expertise in sport-related studies and are concerned with all levels of education and all forms of research and knowledge exchange that inform and enhance physical education, physical activity, health and wellbeing; sport and recreation development, coaching, policy and management; and sport and exercise science.

The Institute for Education, Community & Society has a growing reputation for its innovative e-learning research and practice and has an established international reputation for research in the sociology of education, education policy, higher and community education including community approaches to lifelong learning, children and young people’s learning and development and extensive research in equity, inclusion and diversity within and beyond education.

Innovation
Our researchers are supported to be methodologically and theoretically innovative in research and engagement activities.

This University is piloting PhDs by distance learning. If you’re interested in studying with us this way, we’re keen to investigate possible opportunities in some of our areas of research.
Research opportunities

www.ed.ac.uk/pg/328

Education & Sport

The University of Edinburgh

Case study: Edinburgh's research with impact

Improving behaviour in Scottish schools

As a direct result of research conducted by the University of Edinburgh's School of Education from 1994 to 2009, Scotland is acknowledged as a leader in research on behaviour and relationships in schools, and the application of that research to policy and practice.

Project background

Behaviour in schools has been put under the spotlight by media accounts of bullying, perceptions of rising levels of anti-social behaviour, lobbying by teacher unions and doubt about the inclusion of pupils with additional support needs in mainstream schools. In order to better understand the situation in schools, and find ways to make improvements in policy and practice, the Scottish Government has funded a long-running programme of research here at the University's School of Education.

Project results

This research has fostered a culture and policy change that has led to continuous decreases in indiscipline and disciplinary exclusion from school, and a demonstrable increase in teacher confidence and skills in dealing with indiscipline. The findings emphasised the need for a range of effective interventions, one of which is restorative practice. Identified through the research of Dr Gillean McCluskey as one of the most effective approaches to building positive relationships in schools and in managing exclusions, the method is now recommended by the Scottish Government. Four local authorities have adopted restorative practices in the two years following the evaluation, and researchers have developed a strong and continuing relationship with the Government’s Rights, Support and Wellbeing team.

At the invitation of respected education bodies and institutions, Dr McCluskey has provided insights into the possible use of restorative approaches in the USA, Canada, Spain and Korea, and recently organised an event for practitioners, which welcomed 85 participants from across the UK and Spain to Edinburgh.

See also...

You may also be interested in research areas offered by other Schools, particularly the Schools of Informatics; Literatures, Languages & Cultures; Philosophy, Psychology & Language Sciences; and Social & Political Science.

www.ed.ac.uk/studying/prospectus-request

See more online: www.ed.ac.uk/research/impact

The Doctor of Philosophy (PhD) requires the submission of a thesis of not more than 100,000 words and the Master of Philosophy (MPhil) requires the submission of a thesis of not more than 60,000 words. Students following both programmes are normally supported in their research by two supervisors. The first supervisor will be a member of staff who has expertise in the general area of the prospective student’s proposed research topic. The second supervisor will be another expert in the area but may come from within the University or a field of practice elsewhere.

Most students who are accepted begin a period of research leading to a PhD. However, the first year of both programmes is probationary and progression to year two is dependent on satisfactory progress. We offer a number of courses in research methodologies, which research students are encouraged to attend during their first year. In addition, the Moray House Graduate School organises a series of talks, seminars and training events throughout the year for our doctoral students.

Career opportunities

Most of our recent graduates have gone on into postdoc research posts or academia at universities internationally.

Entry requirements

A UK undergraduate degree, or its international equivalent (www.ed.ac.uk/internationallygraduate-entry), is a related subject. We may also consider your application if you have other qualifications or experience; please contact us to check before you apply.

English language requirements

See page 24.

Fees and funding

For fees see page 24 and for funding information see page 26.

Programme Contact

Tel +44 (0)131 651 6415
Email education.phd@ed.ac.uk

Scotland is acknowledged as a leader in research on behaviour and relationships in schools, and the application of that research to policy and practice.
About Moray House School of Education

Moray House School of Education is home to internationally recognised experts in all aspects of education and sports-related studies. We offer postgraduate opportunities spanning a vast range of disciplines from language teaching to physical activity for health.

We are consistently ranked as one of the top centres of excellence for educational research in the UK. In the Research Excellence Framework (REF) 2014 we were ranked first in Scotland and in the UK top 10 for both educational research (ranked fifth) and sport and exercise research (ranked ninth).

We are the UK's largest provider of initial teacher training in physical education and we have the best sports facilities and team performance facilities of any Scottish university. We have the largest concentration of nationally and internationally recognised researchers in Scotland, with staff and doctoral students carrying out research across all aspects of education and learning – from pre-school to higher education and lifelong learning.

Our staff are recognised for their theory-informed, applied research, which enriches their teaching of postgraduate students in the fields of education; education leadership; community education; outdoor education; performance psychology; and sport policy, management and international development.

We have around 1,000 postgraduates studying on an extensive range of taught and research postgraduate programmes.

Teaching with vision
The School is committed to developing research-led teaching that promotes education, health and economic, environmental, social and cultural wellbeing. One recent example of this commitment is the University’s launch of an iPad game to help autistic children develop social skills. We used our expertise in autism in collaboration with the School of Informatics to create a life-changing app for children with autism and their families.

A rewarding place to live and study
Edinburgh is a wonderful capital city and the University is one of the world’s most outstanding. Moray House School of Education, located next to the Scottish Parliament at Holyrood, is an exciting and rewarding place to live, study and work. We look forward to welcoming you and working with you in the future.

Facilities and resources

Moray House offers excellent library, computing and study facilities, with everything you need for your training or research in education or sport, including fully equipped classrooms. For sports-related study, the amenities at the School of Education and at the University’s Sport & Exercise facilities are second to none.

The Moray House Library is located in the Dabhouse Land building, set within the Holyrood campus (see page 28 for map) making it immediately accessible during a busy day. The library excels in the literature of education, psychology, English language teaching, physical education, sports sciences, leisure studies and recreational management. It offers a collection of children’s literature for nursery through to secondary school level, of particular value to students on education courses for use during school placements. The range of books, journals, maps and electronic audio-visual resources available is vast, and there are staff on hand to advise you in your search and to aid access. The library itself offers Mac and PC terminals on all floors. There are also bookable study rooms for individual and group study.

Education postgraduates have full access to all the University’s wider library and special collection resources. Mac and PC labs are found across the various campuses in the city and allow access to all University students – many 24 hours a day.

The School’s Research and Knowledge Exchange Office exists to support the development, delivery and dissemination of research and knowledge-exchange activities. We offer our researchers support with funding applications, conferences and seminars.

Fitness for purpose
For our sports science and sport and exercise cohort, our facilities are outstanding. We have a six-lane, 25-metre pool within the Moray House campus (see page 28), at St Leonard’s Land. The pool has a movable floor for various depths of use, six underwater cameras with fully automated control, 1,000 lux of lighting and digital video for analysis. We have a portable 3D camera system which allows flexibility of use in other pools, for example at the Royal Commonwealth Pool, just a few minutes’ walk from Holyrood.
Community

Our community includes around 1,000 postgraduate students on a wide range of taught and research programmes. Our Graduate School was established to provide a focus for postgraduate education and to represent the needs of our postgraduate students.

When you join us, you will automatically become a member of the Moray House School of Education Graduate School. The Graduate School, on the Holyrood campus, is a first point of contact for every new member of our postgraduate community where you can get in touch staff and make use of computing facilities. We hope that very quickly you will feel at home in the Graduate School and will benefit from the close contact with fellow students, researchers and staff.

More information: www.ed.ac.uk/education/graduate-school

Regular seminars and events help promote a stimulating environment for our postgraduate students and staff alike. Also on the Holyrood campus, are two Chapters café-restaurant. Also on the Holyrood campus, are two Chapters café-restaurant. Our Graduate School Graduate School.

Our Developmental Physical Education Group runs physical education conferences, courses and workshops designed for early years educators, teachers, physical educationists and sport specialists who are interested in learning about and enhancing the teaching of physical education, physical activity and sport for young children’s health and wellbeing.

We recently hosted the annual conference of the Leisure Studies Association: ‘Leisure, Living, Learning: Education in Sport, Tourism and the Outdoors’. This international assembly of academics, advocates, students, policymakers and practitioners in recreation, sport, tourism and outdoor education gathered to address leisure and global citizenship, and offered an ideal networking and learning opportunity for our postgraduates and our wider research community.

Similarly our Institute for Sport, Physical Education & Health Sciences runs public research seminars throughout the year within its spring and autumn seminar series.

Our Institute for Education, Community & Society runs public research seminars throughout the year. These include series such as ‘Child Development in Education’, ‘Education Policy and Devolution’ and the ‘Robertson Bequest’ lectures on education.

Employability and graduate attributes

Institute for Academic Development

All postgraduate students can benefit from our Institute for Academic Development (IAD), which provides information, events and courses to develop the skills you will need throughout your studies and in the future. IAD events also offer the perfect opportunity to meet network with other postgraduates from across the University.

Further information is available online: www.ed.ac.uk/iad/postgraduates

For taught postgraduates, IAD provides a popular study-related and transferable skills support programme. It is designed to help you settle into postgraduate life, succeed during your studies and move confidently to the next stage of your career. We offer on-campus and online workshops and one-to-one study skills consultations, plus online advice and learning materials. Workshops and learning resources cover key topics tailored to different academic stages, including getting started with your studies; critical reading, writing and thinking; managing your exams; and planning for and writing up your dissertation.

IAD also provides a comprehensive programme of transferable skills training, resources and support for researchers completing a doctorate. The workshop programme is designed to help you successfully prepare for the various milestones of your PhD, from getting started with your research, to writing up and preparing for the viva. Workshops cover topics such as writing skills, reference management tools, statistics, preparing for conferences, delivering presentations, time and project management, and personal development. IAD also offers online resources and planning tools to help get your research started, plus support for tutoring and demonstrating and research public engagement and communication.

Careers Service

Our Careers Service plays an essential part in your wider student experience at the University, offering world-class careers and personal development guidance and support. We support you to recognise the wealth of possibilities ahead, while at university and after graduation, helping you explore new avenues, tap into your talents and build your employability with confidence and enthusiasm.

The Service provides specialist support for postgraduate students. From exploring career options to making decisions, from CV writing to interview practice, from Employed internships to graduate posts and from careers fairs to postgraduate alumni events, we help you prepare for the future.

We sustain and continually develop links with employers from all industries and employment sectors, from the world’s top employers to small enterprises based here in Edinburgh. Our employer team provides a programme of opportunities for you to meet employers on campus and virtually, and advertises a wide range of part-time and graduate jobs.

More information: www.iad.ed.ac.uk/postgraduates

More information: www.ed.ac.uk/iad/postgraduates

Connect.ed

Edinburgh encourages its alumni to stay in touch with current students who share an academic background or are interested in a similar career path. Connect.ed is a networking system run by the Careers Service that provides an informal and confidential opportunity for alumni to share their occupational knowledge and experience with current students, who can contact them for advice and guidance on their future career.

More information: www.ed.ac.uk/careersconnected

Backing bright ideas

LAUNCH.ed is the University’s award-winning programme for student entrepreneurs. Each year, LAUNCH.ed works with hundreds of students to assess their ideas and develop their business skills and helps many start their businesses. We have helped Edinburgh students and alumni launch almost 100 new businesses in the last three years, ranging from language tuition to robotics companies.

More information: www.LAUNCH.ed.ac.uk

More than 9,000 vacancies were advertised with the Careers Service in 2014/15.

www.LAUNCH.ed.ac.uk

www.ed.ac.uk/education

More than 2322
Applications and fees

We have an online application process for all postgraduate programmes. It’s a straightforward system with full instructions, including details of any supporting documentation you need to submit.

When applying, you will set up an account, which lets you save your application and continue at another time.

Full guidance on our application system is available at: www.ed.ac.uk/postgraduate/applying

General requirements

Our usual entrance requirement for postgraduate study is a UK 2:1 honours degree, or its international equivalent (www.ed.ac.uk/internationalgraduate/entry), in a subject related to your chosen programme. You will also need to meet the University's language requirements (see below). Entry requirements for individual programmes can vary, so check the details for the specific programme you wish to apply for.

References

For applications to taught programmes, the normal requirement is one reference, although an additional reference may be requested in individual cases. For applications to research programmes, two references are required. You should check the entry online for exact requirements for your intended programme of study. For general guidance on references, visit: www.ed.ac.uk/postgraduate/references

Deadlines

Some programmes have application deadlines. Please check the programme entry online for details. For all other programmes, you are encouraged to apply no later than one month prior to entry to ensure there is sufficient time to process your application. However, earlier application is recommended, particularly where there is a high demand for places or when a visa will be required. Should you wish to submit a late application, please contact us for guidance. Similarly, some funding applications have strict deadlines, and in some cases you need to have an offer for your University programme before you can apply for funding. Again, check the procedures for your individual funding options.

English language requirements

Students whose first language is not English must show evidence of one of the following qualifications.

- Dance Science & Education;
- Performance Psychology; Physical Activity for Health;
- Physical Education (2-14); Social Justice & Community Action (Online Distance Learning); Sport Policy, Management & International Development; Strength & Conditioning

These qualifications are available at: www.ed.ac.uk/english-requirements/pg

For UK/EU students

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<th>Programme</th>
<th>Annual fee</th>
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<td>PgDip FT</td>
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<tr>
<td>MPhil 2-years FT / PhD 3-years FT</td>
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<tr>
<td>MPhil 4-years FT / PhD 6-years FT</td>
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<td>MSc by Research FT</td>
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For international students

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<td>Taught programme 2-years FT</td>
<td>£4,121*</td>
</tr>
<tr>
<td>MPhil 2-years FT / PhD 3-years FT</td>
<td>£14,600*</td>
</tr>
<tr>
<td>MSc by Research FT</td>
<td>£7,400</td>
</tr>
<tr>
<td>MSc by Research FT</td>
<td>£9,850</td>
</tr>
</tbody>
</table>

* Figure shown is the 2016/17 fee level
All other fees quoted are indicative of 2017/18 fee levels. Because these figures are indicative, it is important you check online before you apply and check the up-to-date fee level that will apply to your specific programme: www.ed.ac.uk/student-funding/tuition-fees/postgraduate

For EU students

EU students enrolling in the 2017/18 academic year – and possibly the following academic year – will be admitted as Scottish/EU fee status students and are eligible for tuition fee support from the Student Awards Agency for Scotland (SAAS). Tuition fees for EU students enrolling in the 2017/18 academic year will depend on the timing and terms of the UK’s exit from the European Union and would also require changes to existing UK and Scottish legislation. Current indications are that the UK would leave the EU at the earliest in 2019 so any changes would not take effect before the academic year 2019/20.

Future changes to the fee status of EU students enrolling in the 2017/18 academic year will depend on the timing and terms of the UK’s exit from the European Union and would also require changes to existing UK and Scottish legislation. Current indications are that the UK would leave the EU at the earliest in 2019 so any changes would not take effect before the academic year 2019/20.

The University is working with the Scottish Government to try to protect the fee status of EU students enrolling in the 2017/18 academic year for the duration of their course. However there is a risk that EU students enrolling in the 2017/18 academic year may become subject to international tuition fees for any years of study which follow the UK exit from the EU. In those circumstances we are committed to working with the Government to ameliorate the impact of that change for individual students.

The Scottish Government has already confirmed that the fee status of existing students and students enrolling in the 2016/17 academic year will remain unchanged for the duration of their studies.

www.ed.ac.uk/student-funding/tuition-fees/postgraduate
A large number of scholarships, loans and other funding schemes are available for your postgraduate studies. It is only possible to show a small selection in print. To see the full range, please visit: www.ed.ac.uk/student-funding/postgraduate.

Key
- Taught masters programmes
- Masters by Research programmes
- Research programmes

Scholarships at the University of Edinburgh
- Beit Trust • Beit Trust and the University of Edinburgh Scholarships jointly fund postgraduate students from Malawi, Zambia and Zimbabwe to undertake a masters: www.beittrust.org.uk
- College of Arts, Humanities & Social Sciences Studentships and Scholarships • Studentships and scholarships are open to those admitted to the first year of PhD research: www.ed.ac.uk/student-funding/research-hss
- Edinburgh Global Research Scholarships • These scholarships are designed to attract high-quality international research students to the University: www.ed.ac.uk/student-funding/global-research
- Edinburgh Syrian Postgraduate Scholarships • A number of scholarships are available for postgraduate students from Syria studying a full-time one-year masters: www.ed.ac.uk/student-funding/postgraduate-syria
- Highly Skilled Workforce Scholarships • A number of scholarships are available to UK nationals permanently domiciled in Scotland, and to EU nationals domiciled either on mainland EU or in Scotland, who have been accepted on an eligible full- or part-time masters programme. The scholarships, which are funded by the Scottish Funding Council and subject to annual confirmation, cover the UK/EU tuition fees: www.ed.ac.uk/student-funding/highlyskilled
- Julius Nyerere Masters Scholarships (Tanzania) • One scholarship is available to citizens of Tanzania who are normally resident in Tanzania who are accepted on a full-time masters programme: www.ed.ac.uk/student-funding/nyerere
- The MasterCard Foundation Scholars Programme • A number of scholarships for applicants who are residents and citizens of a Sub-Saharan African country will be available for eligible masters programmes. The scholarships cover full tuition fees and expenses for accommodation and maintenance for African scholars with few educational opportunities: www.ed.ac.uk/student-funding/mastercardfdn
- MSc Education Scholarships • Eight scholarships of £3,000 to UK/EU students studying the MSc Education programme: www.ed.ac.uk/student-funding/postgraduate/uk-eu/ humanities/education/morayhouse
- MSc TESOL Scholarships • Offers 15 scholarships worth £3,000 to UK/EU students studying on the MSc TESOL programme: www.ed.ac.uk/student-funding/postgraduate/uk-eu/humanities/education/msc-tesol
- The Tom and Maureen Fairlie Scholarship • Awarded to a postgraduate student at Moray House School of Education who intends to contribute to the development of mathematics- or science-based subjects, including design and technology, in secondary schools: www.ed.ac.uk/student-funding/fairlie
- The University of Edinburgh PhD Scholarships • A number of scholarships, open to UK, EU and international PhD students: www.ed.ac.uk/student-funding/development
- The University of Edinburgh Mexican Studentships • A number of scholarships, open to Mexican students, funded by the Mexican government: www.conacyt.mx
- The University of Edinburgh Turkish Studentships • A number of scholarships, open to Turkish students, funded by the Turkish government: www.fiderih.org.mx
- Fundacion Mexicana para la Educacion, la Tecnologia y la Ciencia (FUNED): www.funedmex.org

Research council awards • Research councils offer awards to masters, MPhil and PhD students in most of the Schools within the University of Edinburgh. All studentship applications to the research councils must be made through the University, through your School or College office. Awards can be made for both taught and research programmes. Normally only those UK/EU students who have been resident in the UK for the preceding three years are eligible for a full award. For some awards, candidates who are EU nationals and are resident in the UK may be eligible for a fees only award. www.ed.ac.uk/student-funding/research-councils

The University also offers a number of scholarships in partnership with the following overseas government agencies:
- Chile • National Commission for Scientific and Technological Research (CONICYT): www.conicyt.cl
- Colombia • Administrative Department of Science, Technology and Innovation (Colciencias): www.colciencias.gov.co
- Ecuador • Secretaria Nacional de Educacion Superior, Ciencia y Tecnologia (SENESCYT): www.educaçionsuperior.gob.ec
- Iraq • Ministry of Higher Education and Scientific Research: www.iraqculturalattache.org.uk
- Mexico • National Council of Science and Technology of the United Mexican States (CONACYT): www.conacyt.mx
- The University of Edinburgh Global Research Program • The University of Edinburgh is a participating institution in the following loans programmes, meaning we certify your student status and can help with the application process:
- The Canada Student Loans Program • The University is eligible to certify Canadian student loan applications: www.ed.ac.uk/student-funding/canadian-loans
- Erasmus+ • An Erasmus+ loan supports students accepted for a masters programme in an Erasmus+ country. For more information: http://ec.europa.eu/education/programmes/opportunities/higher-education/mastersloans_en.htm
- Postgraduate Loans (PGLO) England • Eligible students from England, undertaking a taught or research masters can apply to Student Finance England for a loan of up to £10,000 towards fees or maintenance costs: www.gov.uk/postgraduate-loan
- Postgraduate Loans (SAAS) Scotland and EU • Eligible students from Scotland, undertaking a taught or research masters can apply to Student Finance Scotland for a loan of up to £10,000 towards fees or maintenance costs: www.gov.uk/postgraduate-loan

Other sources of funding • The following are examples of the many scholarships and support schemes available to students from particular countries who meet certain eligibility criteria.
- Chevening Scholarships • A number of partial and full funding scholarships are available to one-year masters students: www.chevening.org
- Commonwealth Scholarships • Scholarships available to students who are resident in any Commonwealth country, other than the UK: www.dfid.gov.uk/cscuk
- Fulbright Scholarships (USA) • Scholarships open to US graduate students in any subject wishing to study in the UK: www.iie.org/fulbright
- Marshall Scholarships (USA) • Scholarships available to outstanding US students wishing to study at any UK university for at least two years: www.marshallscholarship.org
- Scotland’s Saltire Scholarships • A number of scholarships open to students who are citizens permanently and ordinarily resident in Canada, China, India, Pakistan and the USA for one year of masters study: www.ed.ac.uk/student-funding/saltire

Funding for online distance learning • The University offers several scholarships specifically for online, part-time postgraduate programmes, including the Edinburgh Global Online Distance Learning Masters Scholarship, for which students of our MSc Digital Education can apply: www.ed.ac.uk/student-funding/e-learning/online-distance

“The scholarships have provided me with a wonderful opportunity to study at a premier institution. I wish to work in academia in the future and so my PhD will provide me with the necessary training and qualification to allow me to meet my goals.”

Shruti Chaudhry, PhD Sociology, Edinburgh Global Research Scholarship and College of Arts, Humanities & Social Sciences Research Studentship
Moray House School of Education is located at the University’s Holyrood campus in the heart of historic Edinburgh. It is a 10–15 minute walk from the Central Area campus where many of the University’s central services are located.
Illustration by: Ailsa Johnson, MA Illustration student

The front cover shows a set of coloured wooden blocks first used for intelligence testing and assessing child development at Moray House Nursery School in the mid 20th century. At that time, both Montessori and Froebel techniques were used in early years’ education at Moray House. Though basic, blocks such as these remain in use and have been found equally useful today.

The items in this illustration are part of the University’s unique Centre for Research Collections, a rich resource for all our students, staff and the wider community.

#drawntoedinburgh

This publication is available online at www.ed.ac.uk/postgraduate and can be made available in alternative formats on request. Please contact communications.office@ed.ac.uk or call +44 (0)131 650 2252.

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We have made every effort to ensure the accuracy of the information in this prospectus before going to print. However please check online for the most up-to-date information: www.ed.ac.uk

On 23 June 2016 the UK electorate voted in a national referendum to leave the European Union. At the time of going to print, there was no immediate, material change known that would impact applicants for 2017 entry. However we recommend that you check online for the latest information before you apply: http://edin.ac/eu-news

The University’s standard terms and conditions will form an essential part of any contract between the University of Edinburgh and any student offered a place here. Our full terms and conditions are available online: www.ed.ac.uk/student-recruitment/terms-conditions

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